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Boston's Use of Motion Pictures

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

What Makes History?

IT IS THE last and not the first shot that makes history.

The first shot on that memorable nineteenth of April was fired at Lexington Green, but it did not make history, because it achieved nothing.

The shot fired at Concord Bridge was heard around the world and made history because it *ended* the first British military adventure disastrously.

It is not the starting in a yacht race, but the ending that makes history. It is not the "Go" on the race track, but "going" under the wire that wins the prize. It was not the Boston Tea Party, but the surrender of Cornwallis at Yorktown that made history. It was not the Declaration of Independence, but the adoption of the Constitution that created the American Republic.

History is a going concern, but history is never made until the going ends in an achievement that has world recognition.

The orchard in bloom is beautiful and fragrant, but only the blossoms that make green apples, and only the apples that ripen have flavor.

History is made by responsibility and not by opportunity. Opportunity is a possibility. Responsibility makes an opportunity a creation.

The Massachusetts Tercentenary has magnified innumerable opportunities. Its value can only be measured by the historic responsibilities that make the United States the financial, social and civic stabilizer of civilization in the present chaotic conditions among the nations of the Old World and the New.

Speech Correction

AMERICAN education is making an important record in the program of civilization.

Whoever is so absorbed in his traditional achievements that he has learned nothing of the record-breaking progress in speech correction should be sent to an institution for the feeble-minded.

No one can by any possibility know everything

of everything in educational progress, but everybody should know something of every great achievement in education that is promoting civilization.

Rupert L. Cartright of the College of the City of Detroit, as chairman of the committee for the advancement of speech training in secondary schools, in arranging a section of the program for the annual convention of the National Association of Teachers of Speech, to be held at the Hotel Stevens, Chicago, December 29, 30, 31, and January 1, is definitely promoting civilization.

Dr. Emily Blanton, Vassar College, will report on the latest European developments in the treatment of stuttering. Barkley S. Loatham, Western Reserve, will report upon his recent visit to the Max Reinhart School of Speech in Vienna. The achievements in the science of speech correction everywhere will be reported upon in the four days devoted to civilizing the human voice in the interest of civilization.

No one should be so intensely interested in his own special activity that he has not time to be thankful that there are specialists in the United States who are in touch with specialists anywhere and everywhere cleaning up the waste places that need the civilizing influence of civilization in education.

Among the California teachers officially retired on pension recently fifty have taught in the state for forty years or more.

An Education Film

THE film in education has possibilities, and the creation of an education film has a responsibility that is rarely appreciated.

Nowhere is there as great a temptation to inject something diverting as in the creation of a film for education.

The film maker is liable first, last, and all the time to think of what a wonderful thing a film is, and it is a temptation to think of glorifying film-making instead of clarifying a subject.

Before the film will have a real place in the schoolroom films must be made to magnify the lesson rather than to glorify film-making.

There was never a greater opportunity for service in education than the film can render when it learns to serve the school with an eye single to education.

The market for mayonnaise products is now $33,000,000. It increased $3,750,000 in 1929. Which classroom products increased more than 10 per cent. in 1929? That would be a good test and measure.

Mathematics in Industry

DR. GUY M. WILSON of the School of Education, Boston University, Dr. Arthur M. Wilde, director, is in Europe, and will devote his sabbatical year largely to a complete mastery of the science and art of making mathematical education benefit American industry. He will have the hearty co-operation in every way of the Bureau of Standards at Washington, D.C., the American Metric Association, the American Institute of Weights and Measures, the United States Chamber of Commerce, the National Manufacturers' Association, National Machine Tool Builders' Association, and the New England Council on Manufacturing and Industry. He will visit the leading industrial centres of Germany, France, and England as well as those of Canada and the United States.

Dr. Wilson is already one of the leading American educators in the promotion of industry through education and the promotion of industrial education through the co-operation of the leading industrialists.

The University of Florida, Gainesville, John J. Tigert, president, had the largest representation of faculty members at the recent meeting of the American Mathematical Society and Mathematical Association of America in Rhode Island, of any institution in the South.

Teaching of English

THE National Council of Teachers of English in Cleveland at Thanksgiving time will consider "a curriculum to develop the tastes and powers useful in after life."

The address of the president, Miss Ruth Mary Weeks, of Kansas City, will be on "Educating the Whole Child." There will be section meetings on oral English, written composition, reading, grammar, adapting to ability, junior college, teachers' colleges, junior and senior high schools, extra-curricular activities.

A significant international aspect of teaching will be furnished by a conference on European methods of teaching composition and literature.

Reports will be made on methods of teaching in Italy, France, and Great Britain.

Pi Lambda Theta

THE Honorary Fraternity for women in education—Pi Lambda Theta—offers the Ella Victoria Dobbs Fellowship for Research in Education for 1931-32 to a woman who wishes to devote herself to Research in Education.

For particulars correspond with Miss Delia E. Kibbe, State Department of Education, Madison, Wisconsin.

Community Education in Chicago

By ALBERT E. WINSHIP

COMMUNITY education is vital to the stability and progress of civilization.

Twelve years in school do not function in stabilizing nor in the advancement of civilization until one is twelve years out of school. Unless the school educates the community it counts for little in any industrial or commercial emergency.

The world moves so fast, civically and scientifically, that communities can be wrecked and civilization jeopardized if communities wait for school education to prepare a generation of children and youth to function intelligently in a new order of things.

The tendency of public schools has been to educate children and youth for yesterday, instead of tomorrow. An out-of-date community has often insisted that the schools should look backward instead of forward.

A majority of public school teachers were professionally educated more than twelve years ago. An out-of-date community and an out-of-date professionalism are ill-adapted to prepare a generation to keep step with the changes in civilization. The only hope of civilization is community education that prepares the public to keep step with the world's progress in everything everywhere.

Chicago can lead America in community education for the rescue of civilization in every country on every continent.

Chicago became the second largest city in the new world in a third of the time that New York or Philadelphia, Boston or Baltimore attained their growth.

It is the youngest metropolitan city of its size, wealth, and influence in the world, and it dominates the widest range of territory, and influences a larger number of communities in the formative stage than any city has ever done.

I was thirty years of age when fifty-five years ago I first knew Chicago, and the city was not much older as a vital community than I was. I had already known the Middle West more than ten years when I first knew adolescent Chicago.

It is interesting and somewhat important that I have known California as long as I have known Chicago and every important city in every state almost as long and intimately in the half century in which the New West has been settled, and I have watched Chicago go forward by leaps and bounds.

I speak advisedly, therefore, when I say that Chicago has never been as interesting or as important, locally or nationally, as it is in the opening year of the fourth decade of the Twentieth Century.

The most fascinating phase of Chicago education is its leadership in community education, which is by far the most significant factor of American education.

I can think of nothing that could have had the same personal and professional thrill as to have known intimately every superintendent of Chicago from George Howland to William J. Bogan. I was closely associated with each of these superintendents, and I was almost as interested in their success as they were themselves. I was never a critic of any one of them nor a doubter of their ability and capability, their sincerity and devotion. I have studied the spirit and achievement of William McAndrew and William J. Bogan with the same intensity, and have enjoyed their professional personality as much as I did that of Howland, Lane and Ella Flagg Young. I am on record with discriminating admiration of the purpose and accompiishments of this array of administrative leaders, and I have never been a more genuine admirer of the vision and virtue of any American educator than I am of the special mission and message of the man who leads the new world in an intelligent attempt to make the education of the community place Chicago in the front rank in rescuing civilization for the good of humanity.

For the first time in the new world education is responsible for the community, and the community is responsible for education.

Cook County is playing an important part in creating education for the community, and Chicago is playing an important part in creating community responsibility for education.

We know of no one whose professional service to education for more than forty years has been concentrated on preparation for the creation of community responsibility for education more than the man who a quarter of a century ago was chosen from two hundred elementary school principals to make the Lane Technical High School demonstrate community-making education.

By a mysterious combination of circumstances the man who had created a vitalizing community out of a lumber camp, and had been a pioneer schoolmaster in cities in Northern Michigan, has been selected to make Chicago serve the world as the Lane Technical High School serves Chicago.

Leaders in every interest, social, racial and religious, commercial and political, philosophic and psychologic, recreational and sentimental, are grouped in citizenship and play their part in the opportunities and responsibilities of education.

Belding's Page

Room for Play

THE Federal Office of Education has been checking over the playground facilities of American cities, and reports that large numbers of cities have so far neglected to provide adequately for the recreation and physical development of their children.

Of the cities having between 30,000 and 100,000 population, fully one-fifth had made no provision, up to 1929, for the playground needs of their elementary schools. Barely one-half the cities of this size had equipped their high schools with play areas.

It is easy to assume that a forward movement like that for the extension of playgrounds, after much publicity and many recorded successes, has accomplished its work. Then a survey is made of actual conditions, and we learn that the progress has been exceedingly spotty.

There are thirty-seven states having compulsory physical education laws. But laws have to be backed up by community action before they become effective in such matters.

New schools in many states are required to have ample space around them for play purposes. Thus the passing of time and the closing of outworn buildings will mend the playground situation to some extent. But evidently the improvement is not going to come of itself in all communities with the start so far made.

More slowly, even, than the spread of playgrounds has developed the broader and higher conception of physical education as something designed for all the children and for their well-rounded growth rather than the production of a few athletic specimens.

A Community Crime

WHEN individuals are caught in the commission of criminal acts they can be arrested and imprisoned. When communities commit crimes against their children and young people, the penalties visited upon the communities are less direct and evident, but inescapable in the long run.

One of the worst crimes a community can commit is that of failing to segregate juvenile offenders from hardened criminals. This includes failure to provide distinct juvenile courts in cities large enough to require them, and failure to provide different handling and separate housing.

To put young culprits in jail or prison, where they associate with degraded persons, crooks and cut-throats, is equivalent to giving these erring youngsters a push along the downward road and slamming the gates after them.

The arm of the law needs to be a protecting and guiding arm rather than a hostile one, in its relations with youthful delinquents.

The public schools in recent years have been exemplifying a new compassion and understanding in the shaping of instruction to the needs and capacities of individuals. No longer is a schoolmaster content to flunk and expel those who do not measure up to formal standards. He is never satisfied until he has exhausted every effort to save and serve every pupil. How much trouble the modern teacher is sparing the courts would be hard to estimate—but it is a vast amount. The spirit of education must be infused into the correctional process, beginning with young lawbreakers and extending far up through the system.

Shouting at Illiteracy

ILLITERATES cannot be driven to school by shouting at them through megaphones. Portugal has tried it, and it does not work. That government has sent educational agents out along country roads to yell into the ears of peasants their need and opportunities of schooling. The peasants have not responded in the way desired. Illiteracy does not decline perceptibly in Portugal.

The only way to bring about a marked decline in illiteracy is by demonstrating to the illiterates the advantages which they themselves are to gain from knowing how to read and write. They must be made to feel that the advantages far outweigh the costs. The first step is to put instruction within their reach—not the mere privilege of sitting uncomfortably among persons far younger than themselves and sharing the use of primary reading texts, but real opportunity classes, well adapted to the rapid advancement of the learners whose early education was neglected.

First, then, give them opportunities that are attractive. Next, prove to them by specific examples the gains in prosperity and happiness of those who have mastered the use of literacy's tools.

Apparently there has been a substantial decline in illiteracy in the United States within the past decade, during which a good deal of emphasis has been put upon this subject. But four per cent., five per cent., or even three per cent.—whichever figure may replace the former ratio of six per cent.—will mean that we still have millions of persons unable to read or write, in this civilized country and this supposedly enlightened age.

If megaphones won't do the trick, persistent, wisely directed effort will, in time, lower the illiteracy percentage to its irreducible minimum.

Anson W. Belding

Associate Editor.

Boston's Use of Motion Pictures

By JOSEPH A. HENNESSEY
Supervisor of Visual Education, Boston Public Schools

Employment of Visual Aids in Boston public schools has been a gradual development extending over thirty years. The value of such aids, when wisely utilized, is attested by the increasing demand for films from teachers who have experienced their help.

IT IS SOMEWHAT nettling to observe the complacency with which many conclude that teaching aids which are potentially valuable are effective merely because they are available. Equipping schools with carefully selected materials is not enough; these materials must be properly utilized if they are to bring the desired results. Not unnaturally, then, the visual education council in Boston conceives its immediate concern to be the better employment rather than the further multiplication of those teaching aids which are generally included under the term "visual instruction." Progress in this field in any community cannot be measured at all accurately on the sole basis of the amount of money expended annually for the purchase and rental of materials of this type.

However, in Boston, as elsewhere, there has been a growing demand for equipment; and this seems to indicate that in this city teachers have become convinced of the importance of the "seeing experience" in the learning process. Yet this almost universal appreciation of the worth of visual instruction is not in any sense the result of a recent and sudden realization of the value of the methods involved. It is, rather, the consequence of a gradual progress in the field. Intensive efforts in visual instruction in the Boston schools date back more than thirty years, when the purchase of sets of lantern slides was authorized by a special appropriation. Within a few years from that time nearly every school was equipped with a stereopticon and stereoscopes. As early as 1913, because of the dangers which might accompany the careless and indifferent use of materials, a committee was appointed to offer assistance to teachers in the selection and employment of certain visual aids. The mere fact of the existence and augmented functioning of such an agency since 1913 testifies to a measurable advance along a course based on study and comparisons of views and experiences.

Many visual materials do not lend themselves satisfactorily to centralized control. To be really accessible when wanted for classroom use, they must be organized within districts so that teachers may easily obtain them. There is an exception to this general policy in the case of motion pictures, for they may best be managed by the central agency. Despite objections which may be raised against any scheme which provides for the circulation of films among the schools of a system, it is at present the most feasible plan if the schedule governing the circulation is carefully devised. As evidence of the satisfaction that has accompanied this method of distribution in Boston, it is interesting to know that during the school year 1924-25 there were but ten regular weekly showings, whereas during 1929-30 there were more than one hundred weekly showings.

Although the schools which regularly show pictures are sometimes referred to as "the motion picture circuit," this term is misleading if it implies that many schools receive the same program without regard to the courses of study. The fact is that yearly programs vary according to the types of schools and the grades for which the pictures are intended. The film schedule is arranged by the visual education council on the basis of suggestions received from the individual schools. In September every school specifies the day on which films will be shown, and the grades of the classes with which they will be used. Film showings are then arranged so that the subject-matter of the pictures is the same as that of the classroom instruction. The courses of study of the various grades prescribe the topics and the progress of the grades so definitely that there is little difficulty in selecting motion pictures which supplement other methods of teaching the subjects already included in the curriculum. So that this relationship between visual education and the course of study may be stressed, the yearly schedules, which reach the schools before the films begin to circulate, make specific references to the particular topics which they will illustrate. It is probably true that the visual education council chooses films which are more appropriate than those would be which individual teachers might select because the classroom teachers who serve on the council are well acquainted with the pictures as well as with the courses of study. Very often the titles of motion picture films give very little information as to their content.

Nevertheless, individual teachers are encouraged to request specific films for use with their own classes. Most of these requests relate to pictures which the teachers know to be unusually fine through their previous employment of them. This service which supplements the regular weekly program is steadily expanding; it is further evi-

dence of the growing conviction that the film lesson properly directed is satisfying to the teacher as well as beneficial to the pupil.

Boston schools have been equipped with 35 millimetre motion picture projectors. The so-called "standard-width" film was decided to be preferable to any narrower film because there are so many more satisfactory pictures available, because the projected picture is better with this type of film, and because there had been, previously, difficulty in using narrow film for school work. Although the portable machines, which are the usual equipment in Boston, are restricted to the projection of safety film, this is no objection, for it is undoubtedly true that inflammable film should never be permitted to circulate among the schools of a system. Before being delivered to any school every reel used in Boston is first examined, approved, and marked by the Massachusetts Department of Public Safety; and this precaution which is required by law is certainly worth the little effort it causes. Since the projectors are for standard films, it is also necessary for every operator to be licensed by the state; but the fact that every district has teachers who have been licensed indicates that this type of machine is not too complicated for general school use.

So that teachers who apply the motion picture to instruction may not rely in too great measure upon the mere showing of the film, the visual education council aims to furnish the essential information which will aid them in making the detailed variations in method which are so significant. Convinced that there can be no general formula devised which will govern all classroom procedure with the film, the council makes no effort to prescribe hard and fast rules. It merely offers suggestions which are but supplementary to the basic experience of the teacher. Complete descriptions of all pictures are provided so that teachers are able to decide in advance whether the film should be used as an approach to the subject, or as a part of the lesson proper, or as a review. In their decisions the teachers are influenced by such factors as the experience of the pupils, the aim of the lesson, and the content of the particular film.

Although it may be assumed that Knowlton has correctly defined the motion picture as "the highest form of visual material thus far developed for school use," yet it must also be admitted that the scientific inquiries of Wood, Freeman, Weber, and McCluskey prove that the teacher's influence must not be underestimated; at its best, the film is a teacher's aid and not a teacher's substitute. Despite the efforts of the visual education council to eliminate the harmful practices which sometimes attend the employment of visual materials, the responsibility of ultilizing these aids correctly must rest with the classroom teacher. It seems reasonable to conclude that motion pictures have consistently been used beneficially when their frequent and regular application in classroom instruction has been followed by requests from principals and teachers for more extensive opportunities to utilize them.

This is essentially the story of the expansion of the film service in Boston; the progress has resulted from an appreciation of the teaching power of the film that was based on actual experience rather than preconceived opinion.

Believe It Not

By ALFRED OSMOND

Brigham Young University, Provo, Utah

If foolish people tell you you are failing,
  Believe it not, but try to understand
That though your ship of life is slowly sailing,
  It has its chance to reach the Promised Land.

If sages tell you nations will be fighting
  Until the heavens and earth will pass away,
Believe it not, for that belief is blighting,
  And tends to foster ruin and decay.

If some one tells you God is dead or sleeping,
  Believe it not, because it is untrue;
But when your eyes are wet with weeping,
  Believe that God is not unkind to you.

If some great scholar tells you life is cheating
  The faith and goodness of the human race,
Believe it not. When others are retreating,
  Advance and meet your sorrows face to face.

If someone says the world is full of sorrow,
  Believe it not, but undertake to find
The signals of a brighter day tomorrow,
  And that will cleanse and rest your weary mind.

If someone tells you life is only seeming,
  But death is real, a horror deaf and dumb,
Believe it not, but try to keep on dreaming
  Of brighter, better days that are to come.

If learned people say that sin and sadness
  Are future rulers of the lands of shame,
Believe it not, but sing a song of gladness,
  And children yet unborn will bless your name.

Believe that God exists in pleasant places,
  That faith is still a bright, celestial star,
Believe in Evolution of the races,
  And talk no more about another war.

Why Physical Education?

By JAMES EDWARD ROGERS

Director, National Physical Education Service of the

Playground and Recreation Association of America.

"The public schools are responsible for physical literacy as well as mental literacy," declares the writer. Health and character are leading objectives in the type of physical education here advocated. Modern conditions necessitate playgrounds and other substitutes for the bucksaw and its kindred implements for bodily development.

VITALLY affected by the changed conditions of modern life, the mechanical age in which children do not have the same opportunity for development physically that they once had, the program of physical and health education in the public schools of the country during the next ten years will be the big outstanding feature of education.

Physical education is not athletics, nor the daily dozen nor any single subject of the various elements that contribute to body building and health, but rather the combined program that gives the great percentage of boys and girls of today an opportunity to become physically fit, healthful and sturdy men and women of tomorrow.

Physical education is not physical culture—the cultivation of big muscles. It is not physical training concerned only with the limited field of sports. It deals not so much with sport as with sportsmanship. It is not physical education of the physical but rather education through the physical. It teaches exercises for health: gymnastics not for acrobats, but neuro-muscular skills; play habits for the wise use of leisure and sports for character education.

No phase of education has made more rapid progress in the past few years than that of physical education, and during the next ten years it is due to come still further to the forefront in the educational world.

Among the reasons for this growing importance of physical education is the increasing difficulty in this machine and mechanical age for a child to live a complete physical life.

The new day demands a new education. The new child needs the new school with the new curriculum. The little red schoolhouse of the three r's will not do for Uncle Sam's country in the year 1930 with 125,000,000 people. New conditions have created new needs and new needs demand a new type of education. If education is preparation for life, then under modern complex industrial conditions with its speed, stress, and strain, the need for the education of our children physically becomes ever more acute.

The draft statistics of 1918 showed that there was marked physical illiteracy in this country. Over 35 per cent. of the young men between the years of 21 and 31, the best years physically of a man's life, were unfit to fight for their country. Experts tell us that 70 per cent. of our children have physical defects that do two things:—

1. Mar their own future physical growth and development.
2. Retard their schooling and intelligence.

Fifty per cent. of these defects are easily remediable. The Life Extension Institute facts tell us that between the ages of 45 and 60 there is a great increase of death in this particular period due to diseases of four vital organs, heart, lungs, kidney, and liver. This is due largely because man is now living an indoor sedentary life both in work and play.

The new physical education does not place emphasis on the adjective "physical" but rather on the noun "education." Modern physical education has nothing to do with "physical welfare" and with "physical training." It is not concerned with the development of big-muscled men nor with graceful gymnasts, nor with training the fast runner. Through its large program of plays, games, sports and rhythms it plans to do four outstanding things:—

1. To build health,

2. To teach neuro-muscular skills.
3. To promote wholesome play habits for the wise use of leisure.
4. Through clean sports to develop character.

The aims of physical education are the same as those of general education. Under modern conditions of life, with its mechanical inventions, speed and efficiency, commercialized amusements, mass living, production, buying and selling, the need for physical education in its best and newest sense becomes a vital necessity for the protection of life itself. With the passing of the open fields, the western frontier, the old swimmin' hole, the barn gymnasium, the street as a safe place to play, we must artificially through playgrounds, gymnasiums and playfields, give to youth today as many of these opportunities as we had for physical growth and development thirty years ago. God gave the child the instinct to play, man must provide the playground. Children get their stature and bodily development through muscle activities such as are found in their games and plays.

Public schools are responsible for physical literacy as well as mental literacy. A superintendent of a large school system the other day at a conference said that no boy or girl should be allowed to graduate from any high school unless they had the intelligence to take care of their health and physical welfare.

One marvels at the advancement made by the medical profession in stamping out contagious diseases to the end that the longevity credit line is extended twenty years and yet against these benefits is the present record of an increasing number of deaths between the ages of thirty-five to forty-five because men have failed to protect the essential health-giving habits of exercise. We are now living in a rapid age, and the day of the old buck saw and its kindred health-giving exercise has given way to the electrical and gasoline age that gives man and woman the tools that save labor and likewise take away the very essential exercises which the human is too prone to be willing to do away with entirely.

The human factor is the most valuable element in every walk of life, and the great industrial organizations have become appreciative of the need for keeping the body fit, and because of this recognition have spent thousands and thousands of dollars to provide gymnasiums and playgrounds for those who are much more important than the machines that can be replaced.

In this artificial mechanical industrial age of speed and strain, the conservation of human resources becomes imperative. We have had the movement for the conservation of natural resources; to save oil, coal and the forest. We have had the movement for the conservation of animal resources. Now we need a movement for the conservation of human resources; looking after the physical welfare and fitness of boys and girls.

Civics Vitalized in Roanoke

By MARY B. DUNCAN

Instructor in Roanoke (Virginia) High School

While Roanoke citizens were considering a comprehensive plan of city development, high school classes also were studying the plan. How the pupils became interested and helped to "sell" the idea to the grown-ups, is here related by the teacher who guided the young citizens in their project.

IN CONDUCTING the civics classes in Jefferson High School, Roanoke, Virginia, effort is made to teach not only the spirit and fundamental features of our government but to stimulate the pupils actually to follow the functioning of government in their city, county, state and nation as recorded in the news. The aim is to arouse their interest to such an extent that they will form the habit of following movements in civic development long after the text is forgotten. Any governmental development in the community is especially studied. It was in accordance with this general plan that the civics classes of 1929 and of 1930 (mostly juniors and seniors) made a study of the extensive city plan adopted by their community.

Roanoke is a progressive, rapidly growing city of 70,000 whose leaders have tried to visualize

the coming needs of the city and, with the assistance of an expert in city planning, have drawn up a comprehensive plan as a guide for the present generation as well as for generations to come.

From the time of the appointment of the commission to work on the plan until its final adoption, much newspaper publicity was given the whole undertaking. These news reports and editorials afforded excellent material for the study of municipal needs. The civics classes watched with much interest the growth of public sentiment in favor of a city plan. Consequently, as soon as the completed plan was submitted to the city council, printed, illustrated copies were obtained and studied in connection with the topic of Municipal Functions and Activities in the textbook. Each class was organized into groups, each of which was assigned some subject such as "The Need for a City Plan," "Zoning," "Development of Parks and Parkways," and "Facilitation of Traffic." The captain of each group assigned different phases of his subject to each of his team. For instance, under "Traffic" were such topics as "Development of Minor Streets," "A Thoroughfare System," "Bridges," "Automobile Parking," "Street Vistas," and "Street Equipment." On the day for the groups to present the recommendations of the planning commission to the class, the principal was invited to hear their talks. The 1929 classes thoroughly enjoyed this study.

By the time the 1930 class was ready to study "Municipal Activities" the Roanoke city plan had been formally adopted by the city council. The need of acquainting the citizens of Roanoke with the plan and of stimulating their interest in following its suggestions was of paramount importance. The same general plan for study by the civics classes was used again. Thus, many of the graduating class of 1930 were better acquainted with the Roanoke City Comprehensive Plan than the average citizen.

When the time came for the graduates to select their commencement program two types of program were submitted to them—an outside speaker of prominence or a class program. The latter was preferred, and a class committee was appointed to choose a subject. This committee submitted three subjects from which the majority of the class chose as most timely "The Roanoke City Plan," which should be presented at commencement by six members of the class.

The difficulty of selecting the six class representatives from a class of nearly three hundred was solved in a very democratic fashion. All who cared to compete for this honor were given a chance to enter an elimination contest from which the six best were selected by a faculty committee composed of the head of the history department, the literary society adviser, and the public speaking teacher.

With the help of the civics teacher the following program was selected and submitted to the chairman of the planning commission for his criticism:—

1. Introduction by the Class President.
2. The History of City-Planning in Roanoke.
3. Development of Traffic Facilities.
4. Public Buildings and Public Areas.
5. Development of Open Spaces, Parks and Parkways.
6. Expansion of Roanoke City Schools.
7. Making City Planning Effective.

This chairman was so pleased with the idea that he gave the class representatives access to all the material on the subject in the city commission office in the municipal centre. With this help they prepared their speeches.

The local newspapers gave much prominence and favorable comment to the idea of having these youthful citizens explain the city plan to the large crowd of interested citizens which always gathers for that event so dear to the heart of a community—their High School commencement. One of the broadcasting agencies asked for the privilege of putting in a microphone so that the program was broadcast to many more than the 4,000 who heard it in the auditorium.

This project, which started as a class problem in civics and culminated in a public graduation program, proved to be a decided success. The secretary of the city planning commission wrote a letter expressing the appreciation of the commission for the excellent presentation of the plan given the public and asking for a copy of each speech to be filed in the city planning office.

The benefits from such a project are manifold. To these pupils the topic, "Municipal Functions and Activities" became a subject definitely related to their own city. They felt that their commencement program carried a real message to many of their audience who were not familiar with the city plan. Many of these young citizens realized that some of the recommendations for the future would be their responsibility to fulfill. Through the visits of the class representatives to the municipal building for materials for their speeches the feeling of strangeness with which high school pupils are apt to regard centres of government was removed. The cordial welcome of the officials, who so willingly assisted them, created a friendly attitude towards the city officials.

All-in-all the project served to make civics teaching in the Roanoke High School effective in the present, and filled with promise of civic achievement in the future.

Two years ago the class of 1928 gave a somewhat similar commencement program, dealing with the historical and social background and development of Roanoke.

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

386. Should the success of a school be judged by its average man? (Massachusetts.)

It certainly should not! Italy was a great country because it produced a Caesar and a Cicero, not because of the average Roman soldier. The Renaissance was a great time because of the Medicis and Michael Angelo, not because of the peasants. The Portuguese were a seafaring nation because of Henry the Navigator and Diaz, not because of the common sailors. Christianity is a great religion because of Paul, Ignatius, and Bishop Lawrence, not because of you and me. Lindy is a great flier, not because of the average distance and time of his flights, but because of that one great Atlantic trip. So it is true of life in every line from all times. The work of the world in that particular place at that particular time heads up into its leaders and makes its great contribution to society through those leaders. Its leaders are its great achievement, for on them, on their ability to rise and pull will depend the mass movement largely.

This in no way ignores mass improvement, but mass improvement is dependent on the ideas and force of leaders.

If this is true, then the success of a school should be judged by its leaders. But if you have very poor material with which to start, how about that, I hear someone say. You will have your leaders at whatever level your school may be. They will be leaders for that level, and the kind of leaders they are is a measure of your success.

387. Why don't we have any discussion of controversial issues in our high schools? (Virginia.)

Maybe it is because our teachers aren't trained to handle them. Maybe our high school teachers are not well enough informed in the issues to lead in such discussions. In many cases this is true. Sometimes they fear the misunderstanding of pupils' minds, misunderstanding due to the combination of limited experience and vivid imagination. The public, swayed by tradition and prejudice, is for the most part not ready to accept it. "How will they ever be if we don't start our boys and girls in high school?" you say. Yes, you are quite right on that point. We are caught in a vicious circle. The answer as I see it is wider education in these lines for our high school teachers and education of our people at the same time. The two must go along together.

388. What do you think of pupils' rating of teachers? (New York.)

It is an item in judging the relationship between pupil and teacher, an item to be considered. Often it is very interesting. But it is a far way from being the whole story, and a very dangerous thing when used as a deciding factor in a teacher's success. In a growing pupil's mind all world problems may be important, all perceptions may be most important; all are frequently tottering and contradictory. The standards and measures by which he weighs today are immature compared by those which he uses tomorrow. As he grows they change. The qualities he appreciates, puts first, change. The teacher put first this year takes a place far down the line next year. What a pupil with his limited sight sees of a teacher compared with what is to be seen, compared with what he will be able to see when he has grown and matured is so little in most cases that to use it as the criterion in judging a teacher is not only absurd but most unfair.

Shouldn't pupil rating come in at all, then? Oh, yes. For a teacher to succeed with pupils he must be able to disclose some of his fineness in a way his pupils can understand and appreciate and consequently approve and rate, but unless he has a great deal more which they have not yet grown to understand and appreciate, he is a very small man and a mighty superficial teacher. The depths of a great man are beyond the soundings of an adolescent mind. What does the pupil rate then? Usually the sympathy of the teacher, which he feels and understands, and the work in so far as his capacity allows. Such rating depends partly on the pupil's ability, is decidedly limited by it and tells about the relationship between teacher and pupil, but as to being the whole story—far from it. Just how much it should weigh in judging a teacher is a very nice open question, and must always be balanced with local conditions and fine professional standards in individual cases.

Personal and Professional

DR. L. B. McMULLEN, principal of the Montana State Normal School at Billings, has entered into the life of the state effectively. The Congregational Churches elected him president of the State Association recently. Dr. McMullen has always been a community leader, and he has had an exceptional opportunity in Colorado, Arizona, and Kentucky. He carried to Montana ripe experience and the professional public spirit which they highly appreciate.

MARVIN GORDON NEAL, who succeeds Frederick J. Kelly as president of the University of Idaho, has been dean of the School of Education, University of Missouri. His selection gives general satisfaction, and he has entered upon his new responsibilities backed by successful experience and a habit of knowing his problems before he tries to solve them.

GALEN B. SARGENT has been appointed assistant superintendent in South Bend, Indiana, to fill the position made vacant by the resignation of E. D. Cline, who has become superintendent at Dubuque, Iowa. Mr. Sargent is thoroughly qualified for his new position. He was promoted to the position from the teaching body, having previously held the position of Counselor in the Central Junior High School.

CARRIE CHAPMAN CATT, who receives the Pictorial Review achievement award of five thousand dollars, has been an achievement in national life for forty years, and in 1922 she was selected by women as one of America's twelve greatest women. The committee of award was: Bruce Barton, Senator Arthur Capper, Mme. Louise Homer, Clark Howell, Otto H. Kahn, Dr. Henry Goddard Leach, Edwin Markham, Mrs. Stanley Resor, Mrs. Henry W. Peabody, Mrs. Mary Roberts Rinehart, Carl Sandburg, Mrs. John F. Sippel, Mrs. Ida Tarbell, Augustus O. Thomas, Miss Mary Woolley.

DEAN TOWNES R. LEIGH of the College of Pharmacy of the University of Florida has been appointed associate editor of the Southeastern Drug Journal. That publication, announcing Dean Leigh to its staff, said, in part: "Dean Leigh is one of the outstanding organic chemists of the South; a distinguished American educator, able executive, practical investor, dynamic speaker and writer."

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The New Wide Awake Junior, 65 cents; Primer, 65 cents; First Reader, 70 cents; Second Reader, 70 cents; Third Reader, 75 cents; Fourth Reader, 85 cents.

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Schools Need Recording Angel

By ARTHUR DEAN

"I have received," writes a father, "a most remarkable letter from the principal of a private school to which for the past four years I have been sending my boy. May I quote a portion of it:—

"'From the report card sent to the home you have seen that your son has done fairly well in most of his subjects. Each year he has been here he has been able to get by, with the result that he becomes a candidate for graduation from this school. It is our purpose to graduate him and give him a provisional certification for entrance to a college.

"'But quite frankly it does not seem to us that the boy will succeed in college and it is doubtful if an investment of your money and his time would pay. We strongly advise you against encouraging him to go to college."

The father raised so much noise that the principal of the school backed down and the boy started to college this fall. In his letter to me the father did not raise any question, he was simply telling how he had won a victory over the prep school and its head master. I am not so sure about this victory.

The college which this boy is attending has adopted the idea of cumulative education record forms, which is a device for recording collegiate progress and achievement along lines other than scholastic records. Each student's chart becomes a minute accumulative biography recording the calendar year instead of only the school year. Complete information is set down with reference to their curricular and extra-curricular activities, their activities and interests during the summer and the results of interviews with professors about their work or their ambitions. The sharp eyes of the recording angel are always open to note every little tragedy, failure or success, and the tendencies lurking secretly behind the student's acts are scrupulously studied.

Now the trouble with the private school which this boy attended was that it had no data to back up its statement that the boy would not be likely to succeed in college. It had a general impression that the boy was not good for much, scholastically speaking. It had a woman's intuitive sense that the boy was a "weak stick" and perhaps the written opinions of some of the members of the faculty that the boy was mediocre in many ways.

The father, being a business man, was accustomed to analyzing corporation reports which went into questions of capital stock, bond issues, liabilities, assets, surplus and so on. He had seen in his son's report card a monthly statement indicating to him that the boy had a small surplus of academic accomplishment and that because he continued to pass each subject there were no academic liabilities, therefore the father was satisfied.

If the report card had gone more into detail and shown the condition of the mental plant, the number of repairs needed to it, the condition of the worn-out mental machinery, the fact that there wasn't enough mental horsepower to carry any great load, and that the whole plant, even if it paid a small dividend, was swiftly going on the rocks, the father would have sat up and taken notice.

Now the father thinks he has won a victory. But has he? Why attempt to send the boy to college when the time is clearly ripe to put him to work? I will wager that the boy deep down in his heart wants to quit pretending he is a student and that he would welcome the opportunity of going to work.

Copyright

They Say

REV. HARRY EMERSON FOSDICK:—

"We all talk to ourselves. Each of us is not one, but two—'I' and 'Me'—and with endless persistence these two confer."

KATHLEEN NORRIS:—

"Children of rich folk are deeply, deeply to be pitied. Penrod had a much happier, saner, healthier childhood than Fauntleroy."

MRS. FRANKLIN D. ROOSEVELT:—

"We will have to get back to the idea of 'being' instead of 'doing.'"

CHARLES H. JUDD, University of Chicago:—

"The ordinary man does not recognize the fact that reading is a highly skillful performance. Until people are ready to cultivate reading as they would cultivate the ability to play a musical instrument or to play golf, they will never be able to use the best sources of information with readiness and full advantage."

CHARLES F. THWING, president-emeritus of Western Reserve University:—

"The taller the building rises the deeper the foundation is laid. A final narrowness in education demands breadth at the beginning."

SAM HILL:—

"No man ever believes his wife does so much work around home that she has a right to feel as tired as he does from his day's work at the office."

ALBERT EINSTEIN:—

"Anyone who finds a thought which brings us closer to nature's eternal secrets partakes of a great grace."

WILLIAM McANDREW:—

"State systems of education were established in accord with the proposals of Washington, Franklin, Jefferson, and a long line of farseeing statesmen for the purpose of preserving and improving our political institutions. Our wages are paid and our equipment provided by a tax on all the people whether or not they be parents. The schools are responsible for the direct teaching of citizenship in all of the grades. Not culture, not scholarship, nor self-support, nor compliance with the entrance requirements of more advanced schools can relieve the school from teaching the needs of civic life and from inspiring citizens with a determination to improve it."

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Manager, Educational Activities

RCA VICTOR COMPANY, INC.

CAMDEN, NEW JERSEY

EQUIPMENT NEWS

Pipe Organ in Schools

Through developments in the organ building art by Harry F. Waters, general manager of the Estey Organ Company, visual methods are now to be applied to the pipe organ in conjunction with the use of automatic reproducing types for classroom instruction. The improvements were first developed in the construction of seven of these instruments for New York City High Schools, and the New York schools will have the first opportunity to develop their use in a musical curriculum.

The use of colored pilot lights over the stop tablets to indicate the registration of the particular instruments and effects called for by the composition being played, embodies a principle of teaching which has never before been applied to musical educational classrooms.

It will not only open up to students the vast library of organ literature, by teaching understanding and appreciation, but to students of the organ itself it will teach quickly and pleasantly the proper steps or colors in interpreting the compositions of great artists—a sadly neglected factor in most organ teaching.

By the adoption of the automatic reproducing pipe organ as a basic instrument for musical education, a long step forward is taken also in equipping the public schools for their increasingly important part in adult education.

The perfection of the automatic feature not only offers concert and entertainment possibilities of tremendous value in the school, but also broadens the educational use of the pipe organ, which now becomes available for teaching purposes to many fine musicians who are not themselves organists.

—

School Wardrobes

In the construction of modern schools wardrobes built in the classroom are much in favor.

Evans' "Vanishing Door" wardrobes are pioneers in this field, and during the past twelve years have been installed in a large number of schools. These wardrobes are built into the wall of the classroom, usually occupying a space 2'-2" deep, 12'-0" long and 6'-6" high. Each 12'-0" section of wardrobes will take care of the wraps of fifty-four pupils.

Ventilation of the wardrobes is easily provided.

By installing wardrobes in the classroom an appreciable saving in the building cost is effected, as well as in the upkeep.

Full information regarding "Vanishing Door" school wardrobes may be secured by writing W. L. Evans, Washington, Indiana.

—

Versatile Radio Cabinet

Centralized radio for schools is provided in an instrument known as Magnaphone, a product of Multi-Selecto Phonograph, Inc., Grand Rapids, Michigan.

In one compact cabinet Magnaphone puts at the disposal of the principal the opportunity to send to any room or all rooms either a radio program or a phonograph selection, as he may desire. He may also use it conveniently as a medium for announcements from his office to the school.

The company will be glad to furnish information to any school officer who may be interested.

—

Carving in Soap

Soap carving has been developed as a creative medium in America for the past seven years.

Each year competitions in this medium are held for amateurs and professionals throughout the world, for which more than $3,000 in prizes is contributed by the Procter and Gamble Company.

The Seventh Annual Competition has recently been announced.

Information concerning this may be had by inquiring from the National Soap Sculpture Committee, 80 East 11th Street, New York City, N. Y.

—

Eastman Classroom Films

The success of the enterprise sponsored by Eastman Kodak Company, in the development of a library of classroom films adapted to the regular instruction of the schools of the country, has been phenomenal. The company first conducted an experiment to determine the value of motion pictures as an aid to the teacher in classroom instruction. The experiment covered a period of two years, and was a most thorough, professional and scientific piece of work. It was supervised by Dr. Ben Wood, of Columbia University, and Dr. Frank N. Freeman, of Chicago University.

The results were so satisfactory that the Eastman Kodak Company organized a separate corporation with a capital of one million dollars to begin the development of a library of motion pictures adequate to the needs of the schools, colleges, universities and technical institutions of the country. The company now has 125 films in stock. It announces thirty additional films by January 1, 1931.

More than two hundred cities and villages throughout the country are using these films.

—

Aids to Sewing Instructors

A many-sided program of educational interest and value to schools and sewing teachers is now being offered by the Singer Sewing Machine Company throughout the United States. A complete course of practical sewing machine operation is available for all sewing teachers, varying from one to ten periods of approximately one to two hours each, according to local needs and conditions.

A teacher's textbook, "Machine Sewing," is provided free of charge for teachers, and a student's book, "A Manual of Family Sewing Machines," without cost to the pupils. Free copies of books, "How to Make Dresses," "How to Make Children's Clothes" and "How to Make Draperies," are provided without cost for teachers, and at a nominal price for students.

Schedules may now be arranged for any or all of this program on application to the Educational Department of the Singer Sewing Machine Company, located in the Singer Building, New York City.

—

Tables and Chairs

The American Seating Company has recently placed on the market a very distinctive and attractive line of tables for classroom and general school purposes.

Pupils may sit at any position around the table with no interference with legs or knees.

Steel frame chairs of corresponding design have been developed both in the tubular and in the familiar angle steel construction. By careful study of proportions and designs a new level has been reached in achieving comfort and real posture effect in low-priced equipment.

Some years ago an educational research department was established, which threw tradition to the winds, and punctured a host of hot-air theories about posture, by an elaborate program of precise measurements, observation and experiment, which has included hundreds of schools and many thousands of children, and is still continuing. Out of these studies the foundation of a genuine science of seating has developed.

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that relieves mental and nervous exhaustion; increases the activity of the brain and assists nature in restoring vitality to the body. *Try it!*

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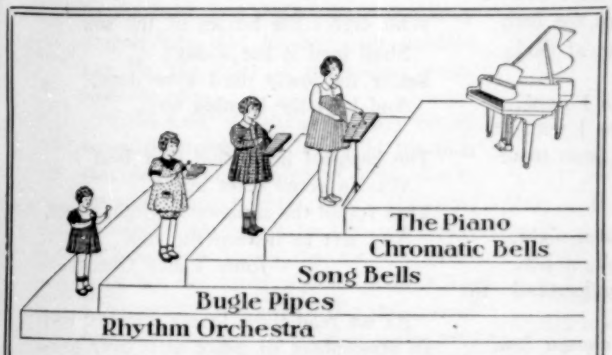

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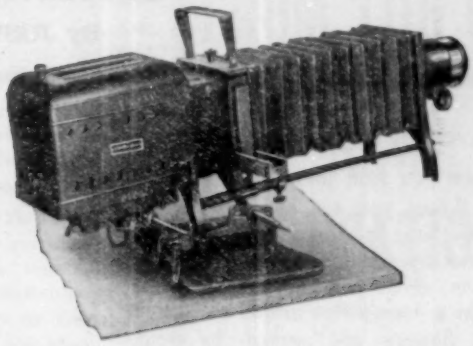

Increasing Educational Possibilities - -

The rapid acceptance by the nation's schools of visual means of instruction makes careful selection of projection equipment imperative. Projectors are used under many conditions, and the instrument must be suited to those conditions.

Bausch & Lomb Balopticons are made in models for every still projection requirement—lantern slides, still film, opaque objects—small classrooms, large auditoriums, daylight or darkened.

Model BDT Balopticon is the choice of many schools because it is a most efficient lantern slide projector.

Write for complete information on B & L Balopticons for school use.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Inventor of Adhesive Tape

When you look into the face of an open flower you are looking into the hallway that leads to the treasure chamber in which the honey that the blossom gives for services rendered and the golden pollen grains are stored. Most flowers are served by some winged insect. To them only does the flower offer its bait of honey drops, for on their wings alone can its precious pollen grains be carried to another flower of the same species.

It just so happens, however, that many creatures besides winged insects love honey, and would cheerfully steal any that they came across. The ant is one of the worst robbers of honey that is intended for bees or butterflies. Many of the flowers know this only too well, and apparently have given the matter much thought. The nasturtium places its honey at the very tip of a long tube so slender that no ant can crawl down it. The pansy keeps the robber away from its honey store by placing a row of stiff little hairs, like spears, across the entrance to its secret chamber. The Teazle plant has created little lakes at different heights along its main stock. These lakes are formed where the broad bases of leaves come together. The dew that falls every night drains down the gutter-like leaves, and keeps the lakes full, even in dry weather. In these lakes robber ants and beetles are drowned as they try to reach the flowers.

The little twinflower, however, has invented an entirely different method of meeting the difficulty. It has spread over the base of its blossom a sticky substance in which the feet of the ant or other crawling thing become entangled. The butterfly, arriving by air and landing on the open field of the lower petals, does not come into contact with the sticky part at all, and goes on his way rejoicing, entirely unknowing of the remarkable way in which the twinflower has saved his honey for him.

—

True Knowledge

At very rare intervals in our search for the golden moments of spiritual poetry voices come to us out of the past, carrying a message of exceeding sweetness. Today I present such a voice to you. As it speaks keep in mind the fact that the person who sang the lines died and disappeared in far-off India one thousand years ago. Were you to travel into the region where he lived you would find him forgotten in the spot where he was born. You would find men tilling his fields who speak to each other in a language he would not understand, and yet, so sweet, so true and so full of beauty were the words he sang that the world has not been able to forget them. On the silver wings of his song he has lived safely above the ruin that has spread itself across everything that he loved.

His song came to me yesterday. I pass it on to you today.

TRUE KNOWLEDGE.

Panatattu, East Indian,

10th century A. D.

My God is not a chiseled stone,
  Nor block of lime that glistens white;
Nor is He cleaned with tamarind,
  Like idols made of bronzes bright.

I cannot worship such as these,
  But boldly send my boast abroad—
Deep in my heart I place the feet,
  The sacred, golden feet of God.

If He be mine, what can I need?
  My God is everywhere I will.
Not needing any proof from man,
  My God existeth still.

In sacred books, in darkest night,
  In skies of deepest, bluest hue,
Through eyes that understand the truth,
  His glory greets the chosen few.

—

The Locomotive to the Little Boy

If we but knew our right names and understood just who we are, many of us would take a far different view of life. I am sure, for instance, that a boy who knows that within him lives a wonderful spirit, just waking up to life, a spirit so beautiful and glorious that nothing in all the wide world can compare with it—who understands, further, that his body is the sacred temple of the spirit—I am sure, I say, that such a boy could not do anything that would destroy the beauty or the strength of his spirit's earthly temple. The trouble with all of us lies in this. Very few children, or grown-ups, give much thought to the wonderful things within. They are too busy thinking of the things without—the locomotives, the airplanes, the jobs, the clothes they wear, or the things that amuse them. The following beautiful lines express exactly what I mean. Notice how in less than fifty words the poet tells a story that, once heard, cannot easily be forgotten.

THE LOCOMOTIVE TO THE LITTLE BOY.

By Benjamin R. C. Low.

Boy, whose little, confiding hand
Your father holds, why do you stand
Staring in wonderment at me—
Poor thing of iron that I be?

Poor thing of iron that I be,
A mortal man imagined me;
But you—you drop of morning dew—
God and His heaven are globed in you.

—

The Happiest Heart

Who drives the horses of the sun
  Shall lord it but a day;
Better the lowly deed were done,
  And kept the humble way.

The happiest heart that ever beat
  Was in some quiet breast,
That found the common daylight sweet,
  And left to heaven the rest.
—John Vance Cheney.

As we read these lovely lines we feel an atmosphere of peace drift over us—the sensation is the same as that which comes to us when the first blue haze of autumn drifts past from burning piles of leaves.

It is at such moments that one finds "the common daylight sweet," and yet, has the poet expressed the whole truth, or even a fraction of the truth regarding man's mission here on earth? Is it enough, with his marvelous endowment of brain and hand, with the beautiful up-growing burst of spiritual unfolding that every human life brings to this planet, to rest content with the lowly deed, and travel down through life along some humble way? Was not man given his precious gifts for a far higher purpose than mere contentment? As long as there is wrong to right, and hunger to drive away, and ignorance to dispel with light, and injustice to meet fearlessly and triumph

antly, so long will there be a lack of quiet breasts, and so long will it be impossible to find the common daylight entirely sweet.

To reach his full destiny man must go forward, ever forward, strong to the limit of his powers, rich to the limit of his just desires, wise to the utmost limit of the knowledge of his day, courageous in all efforts leading to those things that are good, so that out of his power and riches and wisdom and courage he may serve his brother in a mighty and efficient way. We were not built for rest, but for activity. We were not fashioned for the humble way, but for the high roads where leadership awaits the strong, the virtuous and the just.

The Fiery Dragon

(A Legend of Old China)

Story Five

Chin Foo worked in the shop of Ah Tin, the kitemaker. The great kite festival was only three days away. Between the tribe of the yellow vests and the tribe of the red vests there was a great rivalry, each trying to fill the summer sky with a more wonderful or more terrifying kite spectacle.

Because of his great skill Chin Loo's workmanship was in great demand. As he sat back and smiled over the fiery dragon kite that he had just finished Lee Po, the head of the yellow vests, came to him.

"Chin Loo," he said, "the day comes when we strive for victory in the blue sky. Last year, because of your workmanship, the red vests won. This cost us much rice, for it became our duty, as you well know, to cook a great feast for the winning side. Now, Chin Loo, you are not rich. We know your honorable mother and father often suffer hunger. We know your little Apple Blossom also suffers hunger in the deep, cold winter, and you, Chin Loo—you often go without, that these others may eat. Listen, therefore. One-tenth of all the rice that we shall cook for this feast, if we lose, shall be yours if we win. Think of it! One-tenth, four heaping measures of snowy rice, enough to last your honorable parents and little Apple Blossom and yourself for a whole year."

"My hands reach in eagerness for such prosperity," said Chin Loo. "At this moment my stomach growls within me like the bow-legged dog of the little Empress."

"Good!" said Lee Po. "All you have to do to win this wealth of food is to weaken the main strut in yonder dragon kite so that when it is high in air it will crumple and fall together like a duck shot by a hunter's shaft."

"Destroy my work!" cried Chin Loo. "Be false to that which I have created out of my own brain and brought into being with my own hands? Oh, Lee Po, do you not see that you ask that which can never be?"

"But think of the heaped-up rice," urged Lee Po.

"As rice grains are to our body's comfort, Lee Po," said the young workman, "our thoughts are to that which is within us. Do we enjoy rotten or dried-up rice? We do not eat it. Could I smile again if all the while my little thoughts rotted and died of shame within my mind? No, no, better to go hungry in body than to go starving through the world in spirit."

"You are a fool," cried Lee Po angrily. "You shall regret all this, for the yellow vests shall destroy you."

No sooner had Lee Po gone than Ah Tin, the master, came into the room. With him was Pee Loo, the big mandarin of the red vests. Chin Loo rose and bowed deeply before these respected persons. Both smiled down on his long, black braid of hair.

"We have heard all," said Pee Loo. "Not one word has escaped our ears. Do we not gain mightily through eating of the feast spread for us by Lee Po, and shall we be less generous than he? Measure for measure shall we match his wicked offer, and one measure more shall we give out of our love for you, when on your glorious fiery dragon we shall ride to a great victory in the blue summer skies."

The Good Citizen

By James H. Harris
Supt., Pontiac, Michigan

He keeps his poise
Amid the noise
Of raucous warring factions;
He threads his way
Without dismay,
Amid confused distractions.

He trusts his thought,
Acts as he ought,
Avoiding base contention;
When men see "red"
He keeps his head,
Abjuring vain dissension.

With temper calm
He spreads the balm
Of humor's benediction;
With head unbowed
Before the crowd,
He fears no malediction.

Though passions rage
And crowd the stage,
He feels no perturbation;
His faith in right
Assures him might
And buoyant inspiration.

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The BOOK TABLE

OUR WORLD OF EDUCATION. By Harold Lyman Holbrook, State Department of Education, Pennsylvania, and A. Laura McGregor, Rochester, New York. Cloth. Illustrated. 284 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: Allyn and Bacon.

This is the third of the "Guideposts for Junior High School Years," edited by James M. Glass.

The three books of the series magnify the fact that the Junior High School views education as a moving picture, so to speak, of the world for which each student is being prepared by education.

"Our World of Education" has a significance quite unusual. The students who use this book think of education for their world. From first to last while using this book the thought is preparation for "Our World."

Education for "Our World" is really the keynote for all junior high school life. In the primary grades the main thought is "rhythm," having all children get in step with the use of all tools of learning, how to learn anything and everything in the world about them.

In the elementary grades of four, five and six, pupils should get the thrill of the methods of learning something of everything that is wonderful to them.

That old term "drill" is a merciless bore, for the primal use of a drill is for boring.

The thrill of achievement makes practice a joy.

Baseball managers are on the lookout for boys who never tire of practicing for perfection. They distinguish early between the boy who wants to pitch the ball and the boy who wants to bat the ball. Every boy likes to go to the bat, but he is not practicing to be a high-priced pitcher on the diamond when he is batting.

The success of an elementary school teacher and principal is in evidence when he discovers what there is in study achievement that gives a pupil a genuine thrill in hard work on a lesson.

The junior high school must discover how thoroughly every pupil keeps step in correct use of the tools in thinking and doing whatever requires thinking and doing for achievement. There is no thrill in any achievement that is not in tune. A singer who can be off the key and not know it, is never a success.

Success in the junior high school depends upon the discovery of the student who will always be in *harmony* with his world. He may play a percussion instrument, always hitting something, or a wind instrument, always blowing something, or a reed instrument, always having a delicate tone to his blowing; or he may rejoice in the vibration of the strings of the harp, but he must always be in harmony with every other instrument.

The business of the junior high school is to provide each youth therein with education that will enable him to achieve success in the complex world in which he must make himself a success through the highest science.

"Our World of Education" is a noble "Guidepost for Junior High School Years."

A SECOND COURSE IN ALGEBRA. A Text and Exercise Book. With tables by Harry C. Barber, Phillips Exeter Academy, Exeter, N. H. Cloth. 505 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

We can render no better service to our readers than to quote from J. W. Young's characterization of this latest School Algebra that comes from the press:—

"Theory and practice, understanding and skill, appreciation and technique, are often opposed. In some human activities they are to a certain extent independent of each other. A man may be a skillful driver, and yet know little or nothing of the theory of an automobile engine. In mathematics, however, the two, understanding and technique, are so intertwined that either suffers by a lack of the other. This is particularly true in the case of algebra.

"The boys or girls who attempt to master the technique of algebra without understanding the meaning of the symbols they use and without appreciating the reasons for the rules they follow lack the power to apply their skill in any significant way. And the boy or girl who hasn't acquired the necessary skill at a given stage of development has difficulty in understanding the next step in the development of the theory."

Mr. Young says that Mr. Barber's "A Second Course in Algebra" meets every need of a student of algebra.

PROBLEMS IN PUBLIC SCHOOL ADMINISTRATION. A Plan-and-Work Book for Public School Administrators. By Oscar F. Weber, University of Illinois. Cloth. 723 pages. New York: The Century Company.

The problems of a public school administrator require a greater variety of ability and adaptability, of creation and courage, than is required for any other service in education.

A public school administrator must be born with certain characteristic personalities. He is the one man in Education service who must be the servant of the officials elected by the people, and at the same time he must be the champion of children when any issue arrives between teacher and pupil. There is no similiar combination of complex conditions.

Whoever speaks or writes about public school administrators must never forget that it is the public official whom he is advising.

We have tested the spirit of the author's advice and counsel so far as we could where "cares" are varied, and there is no question but that the author appreciates the difficulty of holding one administrator responsible for all the conditions which he meets.

We think Professor Weber has the widest range of problems of any one who has written as carefully, wisely and heroically as is done in each case presented.

There is nothing fanatical in Professor Weber's spirit, and nothing static in the treatment of vexed questions. The book is wholesome in every respect, and any one should learn how to think out the solution of any problem that arises.

SONGS OF PURPOSE. Elementary Music. By John A. O'Shea, Director of Music in Boston Public Schools, and E. Hershey Sneath, Yale University. Cloth. 168 pages. 7 by 10 inches. New York: The Macmillan Company.

Here is something brilliantly new in school songs. There are 110 songs, with music, each with a purpose. They are classified as Songs for Bodily Life (12), Intellectual Life (11), Family Life (20), School Life (24) Community Life (11), Political Life (6), Aesthetic Life (10), Special Days (15).

Books Received

"School Press Management and Style." By Lambert Greenawalt. New York City: McGraw-Hill Book Company.

"American." By Frank B. Linderman. Yonkers-on-Hudson, N. Y.: World Book Company.

"School Discipline and Character." By Sister Mary Jutta. New York City: The Bruce Publishing Company.

EDUCATION IN ACTION

Visual Education Stressed in Wisconsin

University of Wisconsin Extension Service Has Available Screen Pictures for Public Schools of State

Virtually every subject taught in Wisconsin schools may be illustrated is some of its phases by state-supplied visual aids, such as motion pictures and lantern slides, it is revealed in a new catalogue issued by the bureau of visual instruction of the University of Wisconsin Extension Division.

History, science, geography are the most popular fields for visual work in Wisconsin schools, but according to J. E. Hansen, chief of the bureau, it is possible to make practically all courses more alive and real to students by use of the university's collections. Authorities in visual education foresee films and slides becoming an integral part of the school process.

The variety of these aids is as wide as the field of knowledge which present-day students are given to explore. It covers many phases of agriculture, chemistry, citizenship, economics, general science, geography and travel, geology, physiography, and meteorology, government, history, home economics, industry and engineering, literature, stories and biography, natural science, physical education and sports, physics, physiology, health and anatomy, religion, safety and prevention, transportation, entertainment, and World War topics.

The extension division also lists a large collection of studies in animal, bird, fish and sea, insect, microscopic, and plant life for schoolroom showing, and many in the field of health and anatomy emphasizing principles in disease prevention, personal hygiene, and sanitation.

Modern scenes in many lands and the little-known life of the remotest parts of the earth are pictured for reproduction in any Wisconsin schoolhouse, church, club, or private home.

New School Has Minimum of Stairs

A school so designed that no child will ever have to climb more than one flight of stairs is the contribution to the mechanics of education made in the new teacher-training building opened this fall at the University of Kentucky. The low two-story Colonial structure with a floor space of two acres, made possible by gifts from the General Education Board of New York City, Legislature of the State of Kentucky, and the City of Lexington, has no basements and no attics, yet it is to accommodate model classes from nursery school to high school. Another feature is an auditorium with a stage on which a demonstration class of fifty children may be taught before an audience of 400.

Virginia to Beautify School Properties

The Virginia Department of Education has requested the State Department of Conservation and Development to recommend a beautification program for the rural high school properties of the Commonwealth, and this work shortly will begin under the direction of the landscape engineer of the Conservation Commission. Two landscape engineers now are available for beautification work on state projects. The State Highway Commission has a specialist on road beautification, and the Conservation Commission has a man whose job is the landscaping of parks and other state property.

Tennessee Students Visit Washington

Forty of the 791 evening school students of Hamilton County, Tennessee, including men and women ranging in age from twenty-five to seventy-two years, visited Washington recently for the first time in their lives, as a reward for their faithful and successful effort of the last three months, during which many of them not only have learned to read and write, but have crowded into that brief period four or five years' average public school work. They traveled in two private cars, in which they lived during the two-day stay in Washington. Both days were filled with incessant sight-seeing. On the afternoon of the second day they were received by President and Mrs. Hoover at the White House. In 1928 there were ten night schools for adults in Hamilton County, with a total enrollment of fifty students. Last year there were twenty-two schools and 428 students, of whom seventy had perfect attendance records, and this year there are thirty schools with 791 enrolled pupils, of whom 160 have not missed a session. These men and women, according to Hamilton County officials, "have the ambition and courage to work all day and attend school two hours, three nights a week. They range in age from eighteen to eighty-one years. They know exactly what they want, and work hard to accomplish now those things denied them earlier in life."

Florida School Code To Be Modernized

Modernization of Florida's school code will be sought by a special committee of the State Educational Survey Commission, according to an announcement on behalf of the committee. The special committee is composed of the chief justice of the supreme court, Glenn H. Terrell; the attorney general, Fred H. Davis; the superintendent of public instruction, W. S. Cawthorn; George R. Hilty, of Miami, secretary, and John C. Cooper, Jr., of Jacksonville. The special committee will work on its proposals, and after submitting them to the commission as a whole, the new code will be submitted to the 1931 session of the legislature, which convenes April 1. No changes have been made in the Florida school laws for the last twenty years. As a result the new code will embody provisions sufficiently elastic to cover progress made during that period, and to conform with modern educational ideas. Among the changes to be considered are authorization of school busses, secretarial help for school principals, and other vital points not now covered by the school statutes. A state equalization fund of $5,000,000 also is proposed, as is a provision requiring county superintendents to file their annual reports not later than September 1 of each year, or suffer penalty of withholding school funds from the state until the report is received. Limitation of teachers' examinations so as to base certificates mostly on credits also may be proposed in the new code.

Debates Important In General Education

Public debate is thought by some to be one of the best means of informing the general public on questions of general interest, according to information made available at the office of L. R. Alderman, specialist in adult education, of the Office of Education. One hundred and ninety-one colleges and universities report that they sponsor debates. Great interest in debate is shown by adults of all ages, as well as by high school boys and girls. Many of the universities and colleges arrange

for annual meets of debating teams, at which members of the faculty and others serve as judges. In some cases these debates are broadcast over the radio, thus becoming national in scope.

Decline of Illiteracy Roughly Estimated

Illiteracy in the United States has decreased one-third in the last ten years, if figures compiled for Delaware by the Bureau of Census are used as an index, according to the National Advisory Committee on Illiteracy. If the decline in other states has been comparable it was pointed out that the nation's illiteracy has dropped from 5,000,000 to about 3,500,000, or from six to four per cent. Delaware has not made a vigorous campaign against illiterates, although it has conducted excellent night classes, it was stated. The states that did campaign will likely show even greater decreases in illiteracy.

School Bibles Bring On Fight

A three-sided controversy of wide proportions is brewing over the Bible, a forbidden book on shelves of public school libraries in the State of Washington. Since Washington became a state, religious education in common schools has been forbidden by a constitutional provision. Time and again the question had been taken through the courts. It was brought up again when George Clithero and R. L. Edmiston, of Spokane, secured over 100 names on a petition asking the state board of education to hold a hearing on the advisability of compulsory daily Bible reading and compulsory Biblical instruction twice a week in all schools. At the same time N. D. Showalter, state school superintendent, initiated an unsuccessful movement to use the Bible as a civics and literature reference book. The state board refused to take action on the Clithero petition on the ground that it lacked jurisdiction. Edmiston is expected to seek a writ of mandamus compelling the board to hold a hearing. Showalter's proposal was doomed when Attorney General John H. Dunbar held that the Bible was essentially a religious book, and could not be used in any manner in schools. The superintendent replied with a brief, supporting his position. He declared a constitutional amendment was needed to make the book available in education work. The Clithero petition brought a flood of letters from atheists and Christians alike, bitterly attacking and staunchly upholding the move.

Football as Physical Aid "Positively Silly"

Football and basketball as parts of a physical education program for high schools are "positively silly," Dr. Charles A. Keene, of Buffalo, N. Y., told delegates to the American Public Health Association convention in Fort Worth, Tex. Dr. Keene said schools were offering physical education programs too strenuous for the growing boy or girl, and programs which they could never use after they left school. "How many of you have played football or basketball since you left school?" he asked. "Why, it's perfectly silly to include such courses in the curriculum. Football is all right for the gladiatorial type of individual, but it should not be included in a physical education course. Games such as tennis, handball, skating, hiking and the like, that the adolescent boy and girl can enjoy in after life, are the courses that should be taught in the schools."

483 Pupils Who Wed Dropped by Schools

Early marriages were responsible for the dropping of 483 pupils, 105 of them fifteen years old or younger, from public schools of New York City during the academic year that ended in June, 1929, according to the annual report of Dr. William J. O'Shea, superintendent of schools. Nearly eighty per cent of the pupils who married were in continuation school. The figures for the other day-school divisions registered an increase of twenty-eight per cent. over the discharges for the same reason during the preceding academic year. The report disclosed statistics showing that of the pupils who were married while they were on elementary, high and vocational school registers, five were boys and 113 girls. Of the fifty-one girls in the primary grades who left school to marry, the age of one was listed as only twelve years, another was thirteen years old, seventeen girls were fourteen, twenty-four were fifteen, sixteen were sixteen, and one was seventeen years old.

High School Courses "Useless"

American high schools are virtually useless as agencies of vocational and cultural education, and their curriculums are swamped with courses that travesty the principles of good education, according to David Snedden, professor of education at Teachers College, Columbia University, whose list of "prejudices" concerning public school education, compiled for his graduate students, was released recently. Except for the vocation of stenography-typing, the vocational courses in present high schools have no value, and until it is realized that vocational training must be linked up closely with commercially productive work, vocational training will remain a hopeless task, according to Professor Snedden. America has not yet yet awakened to the great social need of training for the hundreds of vocations which fall below the level of professions, he continues.

May Prosecute for Examination Fraud

An official investigation, which may result in the first criminal prosecution on record for cheating in school, has been started by District Attorney Bower, in Brooklyn, N. Y. A graduate of the James Madison High School in Brooklyn is said to have been caught in the act of substituting for a student during a Spanish examination in that school last June. William R. Lasher, principal of the high school, has withheld the names of the boys and few details concerning the affair were disclosed. It was learned, however, that the student who was supposed to be taking the examination is believed to have induced the graduate, who had taken it before, to act as his substitute in the examina-

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tion room. The ruse was discovered, it is believed, when a former teacher of the graduate recognized him. Although no case of a criminal prosecution for cheating in a school examination is on record, according to W. F. X. Geoghan, chief assistant district attorney, the public education law makes it a misdemeanor for one person to take an examination for another in a public school.

To Educate Youth Of Inland Areas

Ninety young men from far-off Tibet have reached Nanking, China, to be educated for four years at the expense of the Nanking government, and to be taught the principles of the Kuomintang party. This educational scheme is part of Nanking's new policy for bringing the outlying portions of the country and the different races into the political orbit of the central government. Later it is hoped that an equal number of young Mongolians may be brought to Nanking. The scheme is designed to break down the cultural and language barriers between China and the great inland areas over which there exists today nothing but a sentimental hold. Education in Tibet today is medieval in character. The aristocrats learn nothing except to read the religious books of Lamaism, while the "schools" conducted for the children of the masses teach nothing but the singing of religious songs and the memorization of age-old fairy tales and folk legends.

President Lauds College Discipline

The aim of the university to create a disciplined citizenship was emphasized by President Farrand in his annual address delivered to the largest freshman class in the history of Cornell University. The total enrollment was 5,361, as compared with 5,136 last year, the highest previous mark. In his address Dr. Farrand said: "In this nation of ours we are certainly not characterized today by self-discipline. We are rather a loose acting people, extreme in our judgments, self-indulgent, not ready nor willing to take the medicine that we prescribe for others, nor to play our parts either in confusing world situations or as individuals. An enormous responsibility thus rests on the men who have had the opportunity of a college education."

Subway Safeguards Children of School

Routing a primary highway past the site of a proposed new school building in Waterloo, Iowa, brought a problem to the school board of how to insure safety of children going to and from classes. A subway was the answer. When the new building is erected an underground passageway beneath the highway will be made to eliminate danger in crossing the heavily-traveled road.

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GRINS BETWEEN GRINDS

A Miss—and a Kiss

"This is a nice canoe, isn't it, Maud?" asked the tall, dark young man.

"Very nice," replied the pretty girl sitting in the stern.

"There's just one objection to it."

"Indeed; and what is that?"

"Oh, well, you see, if you try to kiss a girl in this canoe there's a great danger of upsetting it, and then both the fellow and the girl would be thrown into the river."

"Oh, indeed!" said the girl, reflectively, and she sat silent for a while.

At length she remarked, softly: "I can swim."

Familiar Sight

Teacher—"What is meant by 'shining raiment'?"

Willie—"A blue serge suit."—Judge.

Do Severe Penalties Work?

Joe—"I met my wife in a very funny way—I ran over her in my car, and later married her."

Brown—"If everybody had to do that there wouldn't be so much reckless driving."—California Guardsman.

Reason for All Things

Two men were eating by chance at the same table in a busy restaurant.

"You're always staring at the wall," cried one man. "What's wrong over there?"

"Nothing. I'm just watching my coat and hat."

"You don't see me rubbering like that," argued the fussy fellow.

"No, but you don't need to. Somebody took your coat ten minutes ago."—Harvard Lampoon.

Signs of Sex

Jackson and his wife were doing a little fly-hunting about the house.

"How many have you caught?" she asked, after a while.

"Six," replied her husband, "three males and three females."

"How absurd!" his wife sniffed. "How could you tell if they were males or females?"

"Easy, my dear," he retorted. "Three were on the sugar, and three were on the mirror."—Answers.

And a Nice Little Mortgage

Ike—"Girls want a lot nowadays."

Mike—"Yes, and they want a house on it, too."—Banter.

Lights Would Help

Customer (at riding academy)—"I want a saddle horse."

Riding Master—"What kind of a saddle do you want, English or Mexican?"

Customer—"What's the difference?"

Riding Master—"English saddles are perfectly plain, and the Mexican have a horn."

Customer—"Give me one with a horn. I'm not used to the traffic."—Washington Star.

Meetings To Be Held

NOVEMBER

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-14: Annual meeting, Delaware State Education Association; president, Ira S. Brinser, Newark; secretary, Harold E. Barker, Newark: Newark, Delaware.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New Yerk City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

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28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City: Atlantic City, New Jersey.

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

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